



E-SAFETY & USE OF ICT POLICY

Online Safety Policy Statement

It is important that children and young people attending pre-school receive consistent messages about the safe use of technology and can recognise and manage the risks posed in both the real and the virtual world.

Terms such as 'e-safety', 'online', 'communication technologies' and 'digital technologies' refer to fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks; the issues are:

- *Content* – being exposed to illegal, inappropriate or harmful material
- *Contact* – being subjected to harmful online interaction with other users
- *Conduct* – personal online behaviour that increases the likelihood of, or causes, harm

ICT Equipment

- The manager ensures that all computers have up-to-date virus protection installed.
- Tablets are only used by staff for the purposes of observation, assessment, and planning, topics of interest and to take photographs for individual children's learning journeys.
- Tablets remain on the premises and are always stored securely when not in use.
- Staff follow the additional guidance provided with the system

Internet Access

- Children never have unsupervised access to the internet.
- The manager ensures that risk assessments in relation to e-safety are completed.
- Only reputable sites with a focus on early learning are used (e.g. CBeebies).
- Video sharing sites such as YouTube are only accessed once the content has been thoroughly checked by staff beforehand.
- Children are taught the following stay safe principles in an age-appropriate way:

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- only go online with a grown up
- be kind online and keep information about me safely
- only press buttons on the internet to things I understand
- tell a grown up if something makes me unhappy on the internet
- Staff support children's resilience in relation to issues they may face online, and address issues such as staying safe, appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age-appropriate ways.
- All computers for use by children are sited in an area clearly visible to staff.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.
- The manager ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.

Strategies to minimise risk include:

- Checking apps, websites and search results before using them with children.
- Children should always be supervised when accessing the internet.
- Ensuring safety modes and filters are applied - default settings tend not to ensure a high level of privacy or security - whilst remembering children still need to be supervised closely.
- Virus protection and a firewall is present to protect from unwanted material.
- Role modelling safe behaviour and privacy awareness. Talking to children about safe use, for example asking permission before taking a child's picture even if parental consent has been given.
- Making use of home or settling in visits to inform understanding of how technology is used within the home and the context of the child with regards to technology.
- Checking privacy settings to make sure personal data is not being shared inadvertently or inappropriately.
- An E-safety audit is carried out to assist with compliance to the EYFS.



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Cyber Bullying

If we become aware that a child is the victim of cyber-bullying at home or elsewhere, we discuss this with the parents and refer them to help, such as: NSPCC Tel: 0808 800 5000 www.nspcc.org.uk or ChildLine Tel: 0800 1111 www.childline.org.uk

Online Safety - The Prevent Duty

- The Prevent Duty Guidance came into force on 1 July 2015. The Prevent Duty sets out the need for 'British Values' to help everyone live in safe and welcoming communities where they feel they belong.
- It places duties on schools and registered childcare providers around keeping children safe and promoting their welfare. In particular, the Prevent Duty requires providers to *'have due regard to prevent people from being drawn into terrorism'*.
- The internet provides children with access to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The internet safety policy used in our pre-school stops inappropriate content, including extremist content, being accessed.
- We are aware that children and young people have access to unfiltered internet when using their mobile phones or in the home and parents need to be vigilant in ensuring that their children are not accessing inappropriate and harmful content.

Use of Information Communication Technology (ICT)

Policy Statement

We recognise the rapidly changing world of ICT and the role technology plays in our media rich environment.

We believe ICT includes all current technologies in the world around young children today; it is therefore not just about computer use but includes everyday technologies such as answer phones and washing machines, programmable toys and remote controls as well as other technological tools such as digital cameras, laminators and scanners.

By creating opportunities to investigate, try and experience technology in the home, pre-school, community and outside environment, children will learn for themselves whilst being taught skills and knowledge to enable them to build on what they know.



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By carefully planning our play areas to reflect the world in which we live, children will, through play, gain experience and an understanding of ICT.

Early Years Foundation Stage (EYFS)

Children should:

- Show an interest in ICT.
- Seek to acquire basic skills, turning on and operating ICT equipment.
- Know how to operate simple equipment – intercom, pelican crossing etc.
- Complete a simple program.
- Use ICT to perform simple functions, for example a TV remote.
- Use a mouse and keyboard to interact with age-appropriate software and programmable toys.
- Use ICT hardware to interact with age-appropriate computer software

We believe:

- ICT is a tool for learning.
- Technology is part of children's worlds and a relevant curriculum includes investigating technology as well as using technology to learn.
- Working in partnership with parents is vital for enriching children's experiences with appropriate technology both at home and school. We believe this partnership is a two- way process that we can all learn from for the benefit of the children.
- ICT is more than computers and their experiences of ICT in everyday life are used as a basis for learning.
- ICT is not an add-on to the curriculum but embedded across all areas of learning.
- Children need to be in control and to use technology independently.
- Technology needs to be appropriate and accessible for young children.
- Children can be confident users of technology.

Our Aims

Our aims in teaching and providing opportunities for ICT are:

- That we build on each child's previous experience.

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- To cultivate the skills that are essential for the children to gain access to developing technologies.
- To promote the children's enjoyment of ICT, building on their experience in everyday life as a basis for learning.
- To evaluate resources and update and add to them as necessary.
- To undertake ICT training and opportunities for all staff.
- To take into account issues relating to inclusion and to allow for differentiation with pupils that need additional help to access learning.
- To be aware of current developments in ICT.
- To use initiative from central and local government, authorities and other bodies to support ICT in the school.
- To ensure the health and safety of pupils, staff and visitors with regard to using ICT.
- To develop ICT capability in finding, selecting, and using information.
- To use ICT for effective and appropriate communication.
- To apply the children's ICT skills and knowledge to their learning in other areas of the curriculum.
- To develop the children's understanding of everyday uses of ICT.
- To develop technological literacy through a range of products which children will be familiar with and which will be easily understood and accessed
- To encourage children to work collaboratively, sharing knowledge, skills and enjoyment.
- To develop a skills-based approach to computer use which puts the child in control of the equipment rather than the other way round.
- To encourage children and staff to use the Internet to gain knowledge and support learning.
- To use technology as a means of additional communication with families and the community.

Our Strategies

To ensure our aims are met, the following strategies will be employed:

- Ongoing monitoring and recording of children's achievements and areas needing support and development.
- Through planning, following observations to ensure a broad and balanced approach to ICT.



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- To have an environment in the pre-school which reflects our present technological world and where children can access equipment, computer and programmable toys with ease and confidence.
- All children will have equal access to technological equipment regardless of gender, race, culture, ethnicity, disability or class.
- Software availability will address language needs of pupils.
- ICT equipment will be used to record the progress of children, for example, use of pre-school digital camera and video camera.
- ICT equipment will be used to display children's work and to enhance interactive displays.
- Develop staff skills so that they are confident about when to use ICT for effective learning.
- Use ICT tools to improve efficiency of pre-school management and communication both within the pre-school and with external communities, for example, use e-mail to communicate with parents, committee and other professionals.
- Take advantage of government and retail initiatives to improve school resources.
- Health and safety procedures regarding computer use and the use of all electrical equipment will be adhered to as set out in the health and safety policy, for example, regular testing of electrical equipment
- The internet is available in pre-school with a policy & procedure in place to safely support its use.
- Attend conferences and exhibitions to view new technologies.

Learning and Teaching

We employ a range of strategies and use our professional judgment to decide on the most appropriate styles of teaching and learning. To enable the child to become a confident and independent user of ICT we use a balance of:

- Demonstration, modelling, discussion, presenting and sensitive intervention.
- Peer to peer teaching and collaboration.
- Planned learning opportunities.
- A learning environment that encourages and enables children's spontaneous use of ICT.



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- Time for independent use with opportunities to experiment and explore.
- Opportunities to play with all forms of appropriate technology.

Equal Opportunities

All children should have equal access to ICT in order to develop their personal ICT capability and understanding. Our aims are:

- To ensure ICT applications are free from violence and stereotyping.
- To reflect the world we live in, with our cultures and races, in our choice of ICT applications.
- To help all children to use ICT with enjoyment and confidence.
- To help all children to become independent and autonomous users of ICT.
- To enable each child to achieve their highest potential in ICT.

Our learning and teaching assures that:

- Through planned experiences, all children have equal access to ICT applications.
- Individual needs are observed, monitored and planned for providing appropriate access for all children.
- All groups of children will be monitored so that no one group misses opportunities, for example, on-going monitoring ensures girls have the same opportunities as the boys to use the computer.
- Activities are planned which allow for different levels of achievement by children or that incorporate possibilities for extension work.
- Children will have opportunities that will challenge them and allow for development. The SENCO advises on the IT support that can be provided to individual children with particular educational needs, including high ability children.

Observing & Recording

- We endeavour to ensure that not only do children acquire skills and are able to use computer programs, but they will increase their levels of confidence and independence.
- ICT resources and experiences are identified within long, medium and short term planning across all areas of learning. Both discrete ICT experiences as well as using ICT across areas of learning are planned for. These experiences are observed and evaluated and next steps are built back into planning.